TEACHERS' READINESS AND ADOPTION OF ARTIFICIAL INTELLIGENCE IN MOTHER TONGUE DIGITAL PEDAGOGIES IN OGUN STATE PRIMARY SCHOOLS

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Abstract

This study examined AI readiness and teachers' adoption of mother tongue digital pedagogies in Nigerian primary schools. A descriptive survey design was adopted, involving 337 primary school teachers selected from an initial sample of 353 teachers. Data were collected using a structured questionnaire and analysed using descriptive and Inferential statistics. Findings showed that teachers demonstrated a very high level of AI readiness and adoption of mother tongue digital pedagogies. Regression analysis revealed that AI readiness significantly and positively predicted teachers' adoption of mother tongue digital pedagogies. The researchers found that teacher readiness was an important enabling condition for integrating AI into culturally and linguistically responsive pedagogy, although the modest explanatory power indicated that availability of ICT infrastructures, internet resources as institutional factors also shape adoption. The researchers recommended sustained teacher continuous

professional development, improved digital infrastructure, culturally relevant AI resources, and greater parental and institutional support to promote responsible and effective AI-supported mother tongue education in Nigerian primary schools.

Keywords: *AI readiness, Artificial intelligence, digital pedagogies, mother tongue*

Introduction

The emergence of artificial intelligence (AI) has played a pivotal role in the field of modern-day education by revolutionizing the processes of teaching, learning and assessment in educational systems. The recent advancements in technology have witnessed the use of adaptive learning software, intelligent tutoring systems, learning analytics and automatic assessment mechanisms which assist in personalizing teaching, improving learners' engagement levels, as well as enhancing the efficiency of classrooms (Crompton & Burke, 2023; Flores-Vivar & García-Peñalvo, 2023; Weng & Chiu, 2023).In recent times, the adoption of AI has opened up possibilities of how language can be taught in a society with multiple languages where the native language of most learners may differ from the language of instruction. In many countries in Africa, local languages have continued to face the challenge of decline in the education system due to dominance of colonial languages in classrooms and digital learning platforms. Even though the advancement in educational technology has ensured increased access to education, digital learning platforms still emphasize foreign languages and cultures, thus being less relevant to African learners. The latest development in natural language processing and text-to-speech systems have brought about new possibilities of creating digital learning systems that are aware of local languages, speech patterns, and cultural references.

This is evident from Nigeria's situation. Adoption of AI in the education sector in Nigeria is still at its initial stage with disparities in awareness, access, and utilization in classrooms among the teachers. Available research suggests that lack of adequate infrastructure, low level of digital literacy, lack of training, and poor institutional support systems are some of the major issues that continue to hinder the ability of teachers to integrate AI in their teaching practices (Al-Hikmah, & Shittu, 2024., Cheah et al., 2025.,

Ogbu Eke 2024). As indicated above, the importance of AI technology is further amplified in mother tongue education where digital technologies could be applied for improving pronunciation, expanding vocabulary, storytelling, documenting and interactive learning. The use of language applications using AI technology has proved its ability to individualize learning, give feedback and improve learning experience through adaptive digital environment (Holmes et al., 2019; Luckin et al., 2016). This is especially the case in Nigeria's primary schools whereby successful implementation of the national policy on education relies greatly on the teachers' ability to provide culturally relevant learning in the learners' first language.

New research shows that there has been increased usage of artificial intelligence in Nigerian educational institutions, but efficient usage is still hinged on the preparedness of the teachers. According to Birma et al. (2025), artificial intelligence can be used to enhance learning, teaching, and assessment in schools, but inadequate infrastructure, poor policy implementation, and low levels of competence among teachers still hinder the process. The same case was also noted by Aduloju et al. (2026), who discovered that the secondary school teachers viewed AI favourably, but their preparedness was low due to lack of professional skills and ICT infrastructure.In the same vein, Eke (2024) identified that teacher educators from Nigeria showed high levels of readiness in adopting AI-based teaching tools; however, insufficient infrastructure, lack of training, and ethical considerations hindered their ability to use them effectively in the classrooms. Olagoke and Akande (2025)further revealed that culturally sensitive applications of AI could enhance literacy and oral communication skills of indigenous languages of African children through schooling, family support, and locally relevant content. The above-mentioned examples indicate the relevance of AI in education and highlight the significance of teacher readiness and culturally appropriate digital pedagogies. However, there is a lack of empirical findings regarding teachers' readiness in adopting AI-based digital pedagogies for mother tongues in Nigerian primary schools.

According to the TPCK framework developed by Mishra & Koehler (2006), successful integration of technology in teaching-learning process involves the combination of Content Knowledge (CK), Pedagogical

Knowledge (PK), and Technological Knowledge (TK). It should be noted that TPCK framework is especially relevant to the present research since teachers require specific knowledge and competence in using AI technologies in combination with appropriate teaching techniques and mother tongue content in order to provide effective digital learning in primary schools in Nigeria. In spite of the increasing amount of research on artificial intelligence in education, there have been few studies focusing on general classroom learning and teacher education. Much less research has been conducted on the readiness of teachers to embrace artificial intelligence-enabled mother tongue digital pedagogies in Nigerian primary schools where teaching in indigenous languages is supposed to serve as the basis for literacy, cognitive and cultural continuity. The scarcity of empirical data in this area forms a significant gap in knowledge. An examination of artificial intelligence readiness of teachers and its impact on the adoption of mother tongue digital pedagogies becomes crucial for developing adequate teacher training, formulating policies and integrating AI in primary education. It was due to this that this study was carried out in order to examine artificial intelligence readiness and teachers' adoption of mother tongue digital pedagogies in Ogun State primary schools. The study found out the level of artificial intelligence readiness among primary school teachers in Ogun State, examining the level of adoption of mother tongue digital pedagogies among primary school teachers and investigating the degree to which artificial intelligence readiness influences teachers' adoption of mother tongue digital pedagogies in Ijebu divisions of Ogun State primary schools.

Method

The researchers adopted the correlational survey research design to assess artificial intelligence readiness and teachers' adoption of mother tongue digital pedagogies amongst the primary school teachers in Ijebu Division of Ogun State, Nigeria. The target population for the study consisted of 3,031 primary school teachers teaching in public primary schools within the six LGAs in Ijebu Division. The distribution of the population by LGAs is as follows: Ijebu East (538), Ijebu North (1,100), Ijebu North-East (356), Ijebu-Ode (379), Odogbolu (338), and Ogun Watersides (320).These numbers have been extracted from the information available about the population of primary school teachers in the six LGAs. Based on Yamane's formula, with a margin of error of 5%, the number of teachers for the

sample has been derived from the population of 3,031 teachers as 353. Proportionate stratified random sampling technique has been used for distribution of the sample among the six LGAs. Consequently, 63 teachers have been selected from Ijebu East, 128 from Ijebu North, 41 from Ijebu North-East, 44 from Ijebu-Ode, 39 from Odogbolu, and 37 from Ogun Waterside.

Data were gathered using a structured questionnaire to examine artificial intelligence readiness and mother tongue digital pedagogy adoption among teachers. The instrument underwent face and content validity check conducted by experts in the field of educational technology, language education, and educational measurement. Pilot testing was performed and the instrument obtained a Cronbach's alpha reliability value of 0.87, which shows sufficient internal consistency. The survey questions were scored using four-point Likert scale. The data gathered were statistically analyzed using Statistical Package for the Social Sciences (SPSS) 26.0. Mean and standard deviation were used to answer the first and second research questions while simple linear regression was used to find out the extent that artificial intelligence readiness predicted mother tongue digital pedagogy adoption among teachers. Hypothesis testing was done using regression analysis at 0.05 significance level.

Results

Out of 353 copies of questionnaires administered, 337 (95.5%) were found useful for data analysis.

Table 1: Demographic Information

Variables	**Group**	**Frequency**	**Percentage (%)**
Gender	Male	116	34.4
	Female	221	65.6
Age	< 25 years	21	6.2
	24–34 years	73	21.7
	34–44 years	121	35.9
	45–54 years	95	28.2
	55 years or more	27	8.0
Educational	NCE	24	7.1

Qualification	B.Ed/BA/B.Sc	172	51
	PGDE	58	17.2
	M.Ed/MA/M.Sc	65	19.3
	Others	18	5.3
Work Experience	< 6 years	19	5.6
	6–10 years	48	14.2
	11–15 years	106	31.5
	16–20 years	127	37.7
	Above 20 years	37	11

Table 1 summarizes the demographics of the 337 teachers who took part in the study on Artificial Intelligence Readiness and Teachers' Adoption of Mother Tongue Digital Pedagogies in Nigerian Primary Schools. From Table 1, it can be observed that the majority of the respondents in terms of gender were males (116; 34.4%), while 221 (65.6%) were females. This implies a predominance of females among the respondents but both genders were well-represented in the study. In terms of age, it was found out that the majority of the respondents fell under the middle age category. Respondents falling between 34 to 44 years of age comprised the highest percentage of respondents (121; 35.9%), followed by those aged 45 to 54 years (95; 28.2%) and 24 to 34 years (73; 21.7%). A very small percentage of respondents (21; 6.2%) was below 25 years, while another small percentage (27; 8.0%) was 55 years and above.

Concerning educational qualification, the majority of respondents possessed B.Ed/BA/B.Sc qualifications (172; 51.0%). Next came the teachers with M.Ed/MA/M.Sc qualifications (65; 19.3%), followed by PGDE (58; 17.2%). There were 24 respondents (7.1%) with NCE qualification and 18 (5.3%) respondents with other qualifications. The high proportion of respondents with undergraduate and postgraduate education indicates that most of the respondents have educational background that can enable them to engage in technology-based teaching and the use of AI technology in their pedagogy. In terms of distribution based on work experience, most of the respondents are experienced teachers. Respondents with 16 to 20 years of experience made up the highest number (127; 37.7%), followed by those with 11-15 years of experience (106; 31.5%). This means that 233 respondents (69.2%) had from 11 to 20 years of

experience. In contrast, only 19 (5.6%) respondents had below six years of experience. It is important to note that many experienced teachers in this study due to their exposure in classrooms can affect their ability to adopt technological changes and mother tongue pedagogy.

Table 2: Descriptives statistics showing level of artificial intelligence readiness among primary school teachers in Nigeria.

Item	Very High Level	High Level	Low Level	Very Low Level	Mean	SD
As a teacher, my readiness to use AI tools for classroom instruction is at a...	139 (41.2%)	159 (47.2%)	21 (6.2%)	18 (5.3%)	3.24	0.79
As a teacher, my knowledge of how AI can support teaching and learning is at a...	151 (44.8%)	158 (46.9%)	13 (3.9%)	15 (4.5%)	3.32	0.75
As a teacher, my ability to operate AI-powered educational applications is at a...	134 (39.8%)	166 (49.3%)	21 (6.2%)	16 (4.7%)	3.24	0.77
As a teacher, my confidence in using AI tools to support instructional activities is at a...	142 (42.1%)	155 (46.0%)	28 (8.3%)	12 (3.6%)	3.27	0.76
As a teacher, my ability to select appropriate AI tools for learners' educational needs is at a...	125 (37.1%)	173 (51.3%)	16 (4.7%)	23 (6.8%)	3.19	0.81
As a teacher, my ability to use AI for preparing teaching	109 (32.3%)	177 (52.5%)	48 (14.2%)	3 (0.9%)	3.16	0.69

Item	Very High Level	High Level	Low Level	Very Low Level	Mean	SD
and learning materials is at a...						
As a teacher, my preparedness to use AI for teaching in indigenous or mother tongue languages is at a...	120 (35.6%)	202 (59.9%)	6 (1.8%)	9 (2.7%)	3.28	0.63
As a teacher, my ability to evaluate the accuracy and suitability of AI-generated instructional materials is at a...	115 (34.1%)	172 (51.0%)	38 (11.3%)	12 (3.6%)	3.16	0.76
As a teacher, my preparedness to learn new AI applications for classroom instruction is at a...	145 (43.0%)	171 (50.7%)	9 (2.7%)	12 (3.6%)	3.33	0.70
As a teacher, my readiness to integrate AI into regular classroom teaching is at a...	148 (43.9%)	155 (46.0%)	13 (3.9%)	21 (6.2%)	3.28	0.81
Criteria Mean = 2.50; Average Mean = 3.25						

Decision rule: if mean is 1-1.74 = Very low level, 1.75-2.49= Low Level, 2.5-3.24= High Level, 3.25-4.00=Very high level

Table 2 illustrates the responses regarding the degree of readiness to use artificial intelligence among teachers in primary schools in Nigeria. According to the scale used and the criterion provided, the average mean

scores of $\bar{x}$ = 3.25 suggest that there is a very high level (VHL) of AI readiness among the teachers. The highest mean was obtained in relation to being prepared to learn new applications of AI for classroom instruction ($\bar{x}$ = 3.33, VHL), while second was the awareness of how AI can assist in teaching and learning ($\bar{x}$ = 3.32, VHL). Yet, the readiness to use AI for preparing teaching and learning materials and the readiness to evaluate AI generated instructional materials were the lowest ($\bar{x}$ = 3.16 each), although still falling under the high level. Therefore, the results show that the teachers have a very high level of readiness to implement and integrate AI into classroom instruction, even when it comes to the teaching of mother tongue and indigenous languages..

Table 3: Descriptives statistics showing the level of teachers' adoption of mother tongue digital pedagogies in Nigerian primary schools.

Item	Very High Level	High Level	Low Level	Very Low Level	Mean	SD
The degree to which I use AI-supported digital tools to teach pupils in their mother tongue is...	128 (38.0%)	167 (49.6%)	21 (6.2%)	21 (6.2%)	3.19	0.81
The degree to which I use AI-supported applications to develop learners' mother tongue vocabulary is...	110 (32.6%)	185 (54.9%)	21 (6.2%)	21 (6.2%)	3.14	0.79
The degree to which I use AI-supported speech or pronunciation tools to teach mother tongue sounds is...	121 (35.9%)	170 (50.4%)	20 (5.9%)	26 (7.7%)	3.15	0.84
The degree to which I use AI-supported digital storytelling to teach mother tongue	143 (42.4%)	158 (46.9%)	23 (6.8%)	13 (3.9%)	3.28	0.76

Item	Very High Level	High Level	Low Level	Very Low Level	Mean	SD
language and culture is...						
The degree to which I use AI-supported translation tools to support mother tongue instruction is...	133 (39.5%)	183 (54.3%)	12 (3.6%)	9 (2.7%)	3.31	0.67
The degree to which I use AI-supported digital resources to teach mother tongue reading and literacy is...	141 (41.8%)	175 (51.9%)	12 (3.6%)	9 (2.7%)	3.33	0.67
The degree to which I use AI-supported tools to provide feedback on learners' mother tongue language activities is...	130 (38.6%)	178 (52.8%)	20 (5.9%)	9 (2.7%)	3.27	0.69
The degree to which I use AI-supported digital activities to improve learners' mother tongue communication skills is...	145 (43.0%)	174 (51.6%)	15 (4.5%)	3 (0.9%)	3.37	0.61
The degree to which I use AI-supported digital materials that reflect learners' local culture and linguistic context is...	125 (37.1%)	190 (56.4%)	9 (2.7%)	13 (3.9%)	3.27	0.69

Item	**Very High Level**	**High Level**	**Low Level**	**Very Low Level**	**Mean**	**SD**
The degree to which I regularly integrate AI-supported mother tongue digital activities into my classroom teaching is...	136 (40.4%)	177 (52.5%)	9 (2.7%)	15 (4.5%)	3.29	0.73
Criteria Mean = 2.50; Average Mean = 3.26						

Table 3 shows the responses concerning the extent of teachers' adoption of mother tongue digital pedagogies in Nigerian primary schools. With the help of the four-point scale and the indicated decision rule, a very high level (VHL) of adoption is observed based on the calculated mean value of $\bar{x} = 3.26$. The highest mean value was achieved for the application of AI-based digital activities for improvement of learners' mother tongue communication skills ($\bar{x} = 3.37$, VHL), followed by the application of AI-based digital resources for teaching mother tongue reading and literacy ($\bar{x} = 3.33$, VHL) and AI-based translation tools for teaching the mother tongue ($\bar{x} = 3.31$, VHL). The lowest mean value was obtained for the application of AI-based applications for developing learners' mother tongue vocabulary ($\bar{x} = 3.14$, HL). It may be concluded that teachers display a very high level of adoption of AI-based mother tongue digital pedagogies especially in the sphere of communication, literacy, translation, storytelling and incorporation of culturally relevant digital resources in classroom teaching.

Table 4: Regression analysis showing the extent at which artificial intelligence readiness predicts teachers' adoption of mother tongue digital pedagogies in Nigerian primary schools

Model Summary				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.332[a]	.110	.107	12.42825
a. Predictors: (Constant), Artificial intelligence readiness				

ANOVA[a]						
Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	6404.361	1	6404.361	41.463	.000[b]
	Residual	51744.565	335	154.461		
	Total	58148.926	336			
a. Dependent Variable: teachers' adoption of mother tongue digital pedagogies						
b. Predictors: (Constant), Artificial intelligence readiness						

Coefficients[a]						
Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	39.140	4.996		7.834	.000
	Artificial intelligence readiness	.476	.074	.332	6.439	.000
a. Dependent Variable: teachers' adoption of mother tongue digital pedagogies						

Table 4 shows the regression analysis of how AI readiness can predict the adoption of mother tongue digital pedagogies among teachers in Nigerian primary schools. The result reveals a positive and statistically significant relationship between AI readiness and the adoption of mother tongue digital pedagogies among teachers ($R = .332$, $R^2 = .110$, Adjusted $R^2 = .107$). The

coefficient of determination suggests that 11.0% of the variation in the adoption of mother tongue digital pedagogies by teachers can be explained by AI readiness, while 89.0% can be attributed to other variables.The results from ANOVA test proved that the regression analysis is significant $F(1, 335) = 41.463$, $p < .001$, which suggests that there is a statistically significant relationship between AI readiness and the prediction of adoption of mother tongue digital pedagogies by teachers. Further, the regression coefficient proves the positive contribution of AI readiness ($B = .476$, $\beta = .332$, $t = 6.439$, $p < .001$) to adoption of mother tongue digital pedagogies by teachers. The positive regression coefficient indicates that higher levels of AI readiness among teachers lead to greater adoption of mother tongue digital pedagogies. That is, teachers who have high levels of readiness and ability to apply AI can adopt AI-assisted digital tools in mother tongue instruction. Therefore, it is evident that AI readiness positively predicts adoption of mother tongue digital pedagogies by teachers in Nigeria primary schools, although the contribution is moderate.

Discussion

This outcome suggests that teachers are able to meet the standards of knowledge, confidence, preparedness, and readiness to work with AI-driven instruction technologies. The outcome agrees with the findings by Eke (2024), according to which teachers in Nigeria showed high levels of readiness and positive attitude towards using such technology, despite the poor infrastructural facilities and ethical issues.In addition, Aduloju et al. (2026) found favorable attitudes towards AI usage by Nigerian teachers while stressing the fact that inadequate professional training and ICT equipment might hinder readiness and implementation of AI. Similarly, Ofem et al. (2025) found out that readiness, usefulness of technology, technology-related attitudes and teaching philosophies are some of the factors affecting teachers' readiness in using AI. It can be inferred from the findings above that Nigerian primary teachers are ready for the incorporation of AI in education especially in language teaching. This means that policymakers and schools authorities should capitalize on this preparedness by offering AI training and appropriate AI equipment.

Moreover, the finding implies that more teachers are using AI-enhanced digital tools in mother tongue education, especially with regards to enhancing skills in communication, reading and literacy, translation,

storytelling, feedback as well as the inclusion of locally cultural and linguistic content.

According to Aremu (2024),Olagoke and Akande (2025), this is supported by findings which showed that culturally responsive AI tools are capable of facilitating literacy in the mother tongue and oral communication among African children through locally relevant digital contents. Additionally, it supports findings by Birma et al. (2025) who have pointed out the potentials of AI technologies in enhancing teaching, learning, and language-based educational processes in Nigeria and sub-Saharan Africa with an emphasis on the importance of adequate infrastructure, teacher competence and contextual application. High rate of adoption of AI tools by teachers in this study clearly shows that they are not just using general technologies but AI-enhanced tools for locally and linguistically relevant education. The implication of this is that more resources should be allocated to developing and accessing AI-powered materials for indigenous languages, local culture and Nigerian primary school curriculum.

Furthermore, research findings indicated that AI readiness was an important and significant predictor of the teachers' uptake of mother tongue digital pedagogies. This suggests that the teachers who are better educated and prepared to make use of AI will adopt AI-based digital pedagogies in their mother tongue teaching. The finding is in support of Eke (2024), who suggested that readiness and willingness of teachers is one of the conditions for adoption of AI-based instructional technology in Nigerian education. The finding is also supported by Ofem et al. (2025), who indicated technological readiness and attitudes of teachers towards technology as determinants of AI readiness.As Terzungwe et al. (2025) also noted, aspects such as performance expectation and facilitating condition had a considerable impact on the use of AI technology by teachers, implying the significance of professional development and institutional support. The current result therefore confirms, using empirical evidence, that enhancing AI readiness of teachers would facilitate the adoption of AI-based MT digital pedagogy, despite the low level of R^2 suggesting the significance of other factors in adoption. The conclusion is thus that the AI readiness initiatives need to be complemented with adequate infrastructure and school support as well as professional development.

Conclusion

The findings among the primary school teachers in Ijebu division of Ogun State Nigeria constitutes an ideal approach towards promoting technology-based language instruction among Nigeria's primary schools. The data collected indicated that the effective use of AI in this setting depended on teachers' ability to comprehend, use, and apply the technologies in their work. It also highlights the significance of culturally and linguistically sensitive digital methods to ensure that technological innovations do not marginalize local languages and cultural knowledge in favour of its use in formal education contexts.

This research has shown that innovations in technology for primary education should not be viewed in isolation but, instead, must consider the intersection of teaching competency, appropriate pedagogy, and relevancy rather than merely providing the technological innovations themselves. In order to have the positive impact on mother tongue education that AI could provide, teachers need consistent professional development, appropriate institutional context, reliable digital infrastructure, and access to AI that is representative of the language diversity of Nigeria.

Recommendations

Based on the outcome of this study, the following recommendations were made:

1. The primary school teachers in Ijebu area of Ogun state should engage in continuous professional development on AI in mother tongue teaching and incorporate appropriate AI-supported digital technologies.
2. There should be provision by Ogun State government of sufficient ICT infrastructure, internet and AI resources that promote the indigenous languages of primary schools in Ijebu area of Ogun state.
3. The parents in Ijebu area of Ogun state should support the children in the use of AI-supported digital technologies in learning the mother tongue and use of indigenous languages in conjunction with the digital technology at home.
4. School administration in Ijebu area of Ogun state should support the teachers in adopting the AI through provision of digital technologies and other training.

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